

COMMON SCHOOL ADVOCATE.

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TO SUBSCRIBERS.

This paper has been established for the purpose of promoting Primary Schools in the Southern and Western States. It will be furnished *gratuitously* to all *Teachers*, male and female. It can be sent by mail to any part of the country for a very trifling postage.

Among many eminent teachers who will furnish articles for this paper, are EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College and Inspector of Common Schools. LYMAN HARDING, Professor in Cincinnati College and Principal of the Preparatory Department of that Institution; C. L. TELFORD, Professor in Cincinnati College. It is also expected that Professor Calvin E. Stowe will give the assistance of his pen. Professor Stowe has recently returned from Europe, where he has spent the last year, and will be able to furnish highly interesting information in regard to the systems of instruction in Prussia, Germany, Switzerland, and other parts of the continent.

"The paper will take no part in sectarianism or politics, but the leading object shall be to show the influence and importance of schools—to interest the leading prominent men in their improvement—to make known and excite to proper action, the indifference and apathy of parents—to show the want and necessity of well-qualified teachers—to point out the defects in the prevailing systems of instruction, and the evils from bad school government—to suggest remedies for these defects in teaching and government—to recommend proper school books—to describe the wrong structure and location of school-houses, and to suggest plans for their improvement—to prevail on trustees, inspectors and commissioners of schools to be faithful in the performance of their *whole duties*—and, in a word, to urge, by all proper means, every member of the community to give its earnest co-operation with our Common Schools."

All Letters and Subscriptions should be directed, (*post paid*) to the "COMMON SCHOOL ADVOCATE," Cincinnati, Ohio.—The publishers will take no Letters from the Post Office upon which the postage has not been paid. This regulation will be *strictly observed in all cases*.

—In selecting matter for this paper, extracts have been freely made from the "Common School Assistant," published in the State of New York, and edited by that untiring friend of Common Schools, J. O. Taylor. Also, from "The Annals of Education," the "School Teachers' Friend" by Dwight; the volumes of the "American Institute of Instruction," and many other valuable works not accessible to most teachers.

NOTICE.—Having made a change in our printer, the future numbers of the "Advocate," will be punctually issued on the first day of each month.

SCHOOL BOOKS.

The great deficiency in Class Books is one of the most serious obstacles to be met with in schools of the South and West. The refuse, obsolete books of the East, un-

fit for any school, have been pushed into use in almost every corner of our country.

Believing this to be an important matter, each number of our paper has said much upon the subject, and we shall continue to give our views in reference to it, until this *crying evil* is greatly diminished.

A complete set of *standard* school books, fit for general use has been much needed: and to accomplish this, some of the first minds have enlisted to prepare the "Eclectic Series."

We repeat what we have already said, that we will not recommend any books for the benefit of *speculating authors*, but for the purpose of advancing the best and most *useful* books for instruction in the school room.

Having carefully examined numerous sets of school books published in different parts of the United States, we have been able to judge of the comparative merits of the "Eclectic Series." We believe this series combines more excellencies and decided advantages than *any other* in the English language, and we hope the books will be adopted in every school in the West and South.

The season for fall schools is now at hand, and feeling the great importance of teachers and school committees attending to this branch of their duties *now*, we have devoted much of this number of the Advocate to such notices as respectable teachers have furnished for publication.

The recommendations are numerous and decisive: they are from persons who do not lend their names to give countenance to indifferent publications. Some of the notices contain good thoughts on Education, and it is hoped they will be read.

[From the Annals of Education.]

SEE WHAT OHIO IS DOING FOR EDUCATION.

So say some of the papers; but what is she doing in reality? Nothing wonderful, so far as we can learn. She has indeed appointed an active Superintendent of Common Schools, who is visiting all parts of the state, and endeavoring to rouse up the people to the importance of these most valuable institutions. This, we confess, is well; but the light and philanthropy and zeal of even Mr. Lewis himself will accomplish little, unless the people *can* be aroused to act for themselves. It is not enough to make School Laws, create Funds, appoint a Superintendent, and require annual Reports, if there is but one individual in a whole State who is awake to the importance of

the object which this machinery is designed to accomplish.

One fundamental measure, we are glad to learn, Mr. Lewis is constantly pressing upon his countrymen—the erection of new and good school houses. Let but a good school house show itself in each of the 7,000 school districts in Ohio, and half the work of reform is accomplished. 'Build pigeon holes,' said Dr. Franklin, 'and the pigeons will come.'

EDUCATION.

[By Rev. Elipha White, John's Island, S. C.]

At no period of the world's history has there been such a demand for individual opinion. There is, every where, a breaking up of old opinions as well as of old establishments—the beginning of a great moral revolution. How shall we stop it? Not by physical power. It is too late in the day for that. It cannot be stopped. Nothing is left for us but to attempt to guide or direct it. How shall we guide it? The answer is, by education. Not however, by education such as it has been, but by education as it should be.

Men have hitherto been educated according to their circumstances—to accomplish some particular purpose. The education of one nation was to render its citizens warriors; of another, to render them, as it were, merchants; of another, to render them sailors. And however excellent may have been this education to accomplish its ends, it failed after all, in making any thing more than mere fragments of men. The concentrated energies of no individual or nation of individuals have, as yet, ever been brought out. The physical energies have, in general, been developed, and they alone; and the world, and our own country among the rest, is beginning to feel the consequences.

There are also numerous instances, and in some circumstances they are becoming frequent, of mere development of the intellectual powers; but the results are scarcely less deplorable than a disproportionate development of the physical powers.

Moral education is more neglected than either of the former; and, where attended to, is often so managed as to fail of accomplishing all the purposes intended.

Education, to accomplish its ends, should be conducted according to the unvarying character of man; and should be based on the laws of nature, written revelation and providence. Our whole being—body, mind and spirit—must be developed in harmonious proportion, and in perfect symmetry.

There is a most surprising neglect, every where apparent, of the education of the physical functions; as if all here was to be left to chance. Whereas the laws of the planetary world—the laws of the material universe itself—are not more fixed in their operations, or more certain of their results than those which should direct us in physical education and physical management.

All, however, is to be done, with a final reference to the spiritual affections. Education, on the principles of nature, revelation and providence, will be carried out into eternity. The results are, indeed, most happy *here*. We may be not only happy, but useful, even in infancy. Rightly educated, in the largest sense of the term, we should be loyal to parents, loyal to good institutions and good government, and loyal to Heaven.

RELATION OF TEACHERS TO THE COMMUNITY.

By Rev. John Pierpont, Boston.

The teacher is a leader to go before and lead out or call forth the child to the perfection of his nature; first, through observation; secondly, by means of his imitative powers. He is the young being's spiritual architect. Teachers are the truly great men among us, because they are builders up of a new generation. They are to be co-workers with God, in building up or creating wiser men than ourselves.

The teacher is to attend to the child's physical education, to his intellectual cultivation, and to the development of his moral nature. In regard to the possession of the latter, man stands alone; and in this respect, is as much above the other animals, as heaven is higher than the earth. Consequently, the teacher of beings possessed of such exalted natures, must stand higher—utility being the standard—than if he belonged to any other occupation or profession.

And yet how is this matter regarded? How are teachers prized, in the community? They ought certainly to stand higher than the legislator or the magistrate, since the latter, at most, only regulates the laws of a people, and endeavors to punish disobedience. But the teacher's business is to prevent what the legislator or the judge only aims to cure. If, therefore, 'prevention is better than cure,' according to the old maxim, how important the relation of teachers to the community! And how important is the subject of elementary education!

Look now at the statutes of this Commonwealth. Here, of 140 chapters, on various subjects, there is only one on education; or only about one seventieth part of the whole volume!

The language of such a fact as this need not be mistaken. The subject of education as a means of preventing crime, and the consequent value of teachers in the commu-

nity, have never yet received that measure of attention which they deserve. The professional man, the civilian, the statesman, is appreciated—looked up to—but the schoolmaster is forgotten.

This is all wrong. The schoolmaster must be respected, and valued, and encouraged. If he is what he should be, he is the truly honorable and worthy man—worthy of our respect. Albert Gallatin, while teaching French, in ragged garments, was more truly deserving of honor than when managing the fiscal concerns of this great nation; and Louis Philippe, while teaching a little handful of pupils in Pittsburg, by far a greater benefactor to mankind than when he sat on the throne of France, surrounded by 30,000,000 loyal subjects.

ECLECTIC SERIES.

This effort to furnish a *useful* series of School Books is receiving its just approbation. The following notice of the ECLECTIC ARITHMETIC is from the *Academician*, published under the approbation of the College of Teachers—edited by Mr. Picket.

"We have received a copy of this Arithmetic, and examined it with attention. It possesses the rare modesty of promising no more than in good faith it performs. The mathematical pursuits of Dr. Ray have peculiarly fitted him to give us a good and substantial work on this subject.—There is nothing superfluous; and every rule is briefly and clearly illustrated. The examples are copious and well chosen. * * * he has given us pages of plain and valuable matter. As an elementary work, we know of none superior, and we speak our sincere sentiments, when we recommend this work to the attention of educators."

[Extract of a letter from Brown county, Ohio, dated August 30, 1837.]

The Eclectic Series has recently fallen under my observation. I have been a Teacher for twenty years, and these are the *first* school books, that have met my cordial approbation.

[From Professor Goddard, Columbia College, Tennessee.]

On examining the Eclectic Series, we have concluded to introduce them into our preparatory department.

[From Mr. Houghton, a teacher in Highland county, Ohio.]

I am gratified exceedingly to find such an interest is felt for the promotion and well ordering of our schools. An experience of ten years in the school room, has fully showed me the great need of suitable books, and the great waste of time in consequence of such *worthless* publications as many schools have, unavoidably, to use. Our country towns are generally very poorly supplied with school books, and such as we find, are of the cheapest kind, regard being paid to this, more than to the *quality*.

Your Readers have met the approbation from me, that they merit. The series will naturally awaken the mind and call it into action, and shall, without delay, be adopted.

[From the Ohio and Kentucky Journal.]

THE ECLECTIC SERIES.—We have examined President McGuffey's Eclectic Series, as carefully as our limited time would permit, and mean no flattery when we assert, that the great vacuum in the education of the infant mind appears to be filled by these interesting volumes. The

perfect adaptation of the Eclectic Series to the improvement of children, by the regular and natural transition from the simplest to the most complex sentences in our language, shows how well the author has studied and philosophised upon the nature of the infant mind. The phraseology of the first two volumes of this series is just such, as without difficulty, becomes familiar to the child; and the ideas presented are invariably those which yield practical and useful knowledge; which is a great improvement on the old and deleterious system of inserting nursery tales and other trash unsuited to the moral cultivation of the youthful mind. The remaining numbers of the series, are composed of elegant and classical extracts, from the purest and chastest modern writers, interspersed with some poetical selections from the Bible, upon all of which are stamped the soundest principles of morality.

The additional improvement of attempting to correct the mispronunciation of familiar words which occur in the work, is of itself worthy of admiration. It is one of the greatest faults of modern days, that we are too apt to allow provincialisms to creep in, and adulterate the purity of the English language; and it is only by undertakings like this, assisted by the united co-operation of teachers, that the evil can be remedied. Modern instructors should ever remember, that errors generated in primary schools and academies, cling to the mind with a powerful grasp; and it requires in mature years, the most vigorous exertion of mental power to overcome them.

Upon the whole, we would recommend the Eclectic Series, to all interested in the cause of education, as combining the three requisites of an elementary system;—perspicuity of style—sound morality, and adaptation to the opening faculties of the juvenile mind.

Walnut Hills, January 21, 1837.

I have examined the Eclectic Readers with care and mark them well calculated to fill the places for which they are designed. They are evidently the result of a long and close examination into what is desirable for the juvenile mind. The First and Second Readers I have been using in my school for some time, and they are, in my judgment, *superior* to any elementary works of the kind I have ever seen, *either in the East or West*.

W. P. JOHNSON.

[From Mr. S. P. Lindley, of Meigs county, Ohio.]

The "RAY'S ARITHMETIC" which you sent me, I have carefully examined; but in order the better to test its excellencies, I placed it in the hands of a lad who has been once through it, and is now reviewing it. From the knowledge *thus* gained (and not gained by a cursory examination of the work, but an actual trial of its *merit*) I unhesitatingly recommend it as a work *well adapted* to the capacities of young learners, (a thing that can be said of *but few* of our school books,) and calculated to introduce them in an easy and interesting manner to the science of numbers.

S. P. LINDLEY.

[From "Journal and Luminary."]

TO TEACHERS.—Your attention is particularly directed to the Eclectic Readers, by Mr. McGuffey. These works have been undertaken for the purpose of "furnishing to Schools of the West and South a complete, *uniform*, and *improved* set of Class Books." The Readers possess peculiar merit, and are recommended to all instructors who wish to introduce *good books*.

[From Mr. A. W. Corey, of the late firm of Corey, Fairbank and Webster, publishers of the Primary, Elementary, and Hall's Western Reader, and Webster's Elementary Spelling Book. Mr. Corey has been a practical teacher as well as an extensive publisher of School

Books, and well knows what a Reading book ought to be.]

I have examined with care the ECLECTIC READERS, and will cheerfully give my opinion of their merits.

I have tested experimentally their utility and adaptedness to the ends for which they were designed—having used them successfully in the instruction of my own children.

Their excellencies consist,

1. In a happy conception of subjects—subjects with which small children are familiar, and which are therefore calculated at once to arrest their attention and excite an interest in their minds.

2. In the striking coincidence between the Pictorial representations and the Lessons. The child perceives that he is reading an accurate description of the things represented in the Picture, which greatly increases his interest in the lesson.

3. In the adaptation of language and mode of expression to the capacities of small children, while at the same time there is nothing *peurile*. In this particular, in which so many fail, I consider the author of the ECLECTIC SERIES to have been peculiarly successful.

4. In the gentle and natural gradation of style, adapted to the progressive improvement of children.

5. In the moral tendency of the lessons. There is nothing taught in these books but what a parent, desirous of the present and future welfare of his child would be willing for him to know.

I consider these Books as unsurpassed if equalled by any thing of the kind I have seen.

From the Baptist Journal of the Valley of the Mississippi.
RAY'S LITTLE ARITHMETIC.

This little work is adapted to the youngest class of learners. We have seen no work better calculated to answer its design. It is very popular; large editions have been sold. Experienced teachers speak of it in high terms.

[From the Western Christian Advocate.]

RAY'S LITTLE ARITHMETIC.—The plan is certainly very simple, clear and comprehensive.—Mr. Ray, it is just to remark, is an excellent teacher in the Woodward College.

[From the Hudson Observer.]

This Arithmetic is the substance of Colburn compressed, with many and valuable improvements.

[The following criticism has been politely furnished, signed by several patrons of Education in Cincinnati, many of whom are among the most valuable members of the College of Teachers.]

Our judgment having been requested upon a series of School Books, issued under the name of the Eclectic Series,—we subjoin our opinion upon an examination of the First, Second, and Third Readers.

FIRST READER.

The author has adapted this work to the removal of the three principal difficulties, which meet a child beginning to read, viz. the difficulty of forming words from letters, of forming sentences from words, and of gathering the meaning of words from the sound alone, without material assistance, as to this particular, from the sight.

The first difficulty, we think, has been met, so far as the genius of our language will allow, by a skilful selection of such words as retain, in their pronunciation, the alphabetic sound of the letters, and all of whose letters are sounded. Thus, the child is, in a great measure, secured from the danger of being ridiculed or scolded for doing what is most natural for him to do,—namely, giving

ing that sound of the letters, in their combined form, which he has just learned to give them singly, in the alphabet. It was, without doubt, practically as well as philosophically correct, to employ those words, as far as it could well be done, which enable the child to use the sounds he has learned, instead of puzzling him prematurely, by a promiscuous use of all the sounds of each vowel. We think that a child, using this Reader, will be able with comparative ease, to form letters into words, and acquire a knowledge of their sound, in their various combinations.

The second difficulty is removed, as far perhaps as it can be, by selecting such words as the children themselves employ in forming their own sentences. The words and sentences are short and simple.

The third difficulty is remedied in various ways. Pictures are employed to excite curiosity, and the lessons are fashioned to illustrate the pictures connected with them. When the child is thus incited to study out the meaning, he will find the sentences very easy,—usually containing one simple idea, and that idea such as will delight him. The scenes, the sports, the ideas, the language, are all familiar to him without being chargeable with silliness or vulgarity. In a word, we feel warranted to express great approbation of the skillful adaptation of this work to the real and peculiar difficulties, which a child encounters when first beginning to read.

THE SECOND READER.

When this second book is put into the hands of a child, he is supposed to have overcome, to a great extent, his first difficulties. This work, therefore, does not directly contemplate, and make provision for his first obstacles; while it is well adapted to aid him in the advanced stage, which he may have reached by the help of the First Reader. In this work, longer words, and longer sentences are gradually introduced. Having by this time acquired the ability of reading, it is proper that the pupils should use it for purposes of instruction. We observe that, in the Second Reader, much important information is interwoven with the texture of sprightly stories, which a child can hardly fail to remember. To facilitate this effect, questions are appended as hints to the teacher, when he examines his scholars concerning the meaning of what they have read. Upon the whole, we think the preparation here, for readers in the second stage of progress is as happy as that which the previous work presents for beginners.

THE THIRD READER.

When children enter upon this book, they are supposed to be pretty good readers, so far as ready pronunciation, and comprehension of words are concerned. The usual tendency in children, at this stage, is to hurry ambitiously forward, to show how fast they can read. Here, then, the author takes occasion to introduce, explain, and enforce the whole retinue of "stops and marks." In the Second Reader, the child was taught to understand the meaning of sentences; in the Third, he is led on to the definition of words, and suitable questions are prepared for this purpose. Vulgar habits of pronunciation are noticed and corrected: and every means is seized upon, which may excite attention and thought; promote deliberation and accuracy; and make scholars intelligent and intelligible readers.

But one step more remains for Mr. McGuffey, which is, to give a sufficient number of reading lessons for practice in the various styles of prose and verse; to introduce the pupils to the highest kinds of composition; and to exercise them in the principles of intonation. It is presumed that the "Eclectic Fourth Reader," will do this.

We have examined these books with a view

to their adaptation to the peculiar wants of schools, and we think them fitted, in a very eminent degree, to the real wants of scholars in the different stages of their progress in reading.

E. D. MANSFIELD, *Inspector of Common Schools, and Professor of Constitutional Law in Cincinnati College.*

C. E. STOWE, *Professor in Lane Seminary.*
JOHN W. HOPKINS, *Professor in Woodward College.*

LYMAN HARDING, } *Professors in Cincinnati College.*
ASA DRURY, }
DANIEL DRAKE, }

BAXTER DICKINSON, } *Professors in Lane Seminary.*
THOMAS J. BIGGS, }

HIRAM P. RANDAL, } *Principals of Common Schools.*
J. G. EVANS, }
CYRUS DAVENPORT, }

E. DOLPH, }
DARIUS DAVENPORT, }
WILLIAM H. MCCRACKEN, *Trustee of Common Schools.*

M. R. DEMING, *Principal of a Classical School.*

JOHN BURT, *Pastor of Fourth Presbyterian Church, and late editor of the "Standard."*

S. N. MANNING, *Principal of Beech Grove Academy.*

[From Miss C. E. Beecher, late Principal of the Hartford High School—and of the Western Female Institute of Cincinnati.]

The great variety and constant change of school books, is an evil, expensive to parents, and troublesome to teachers and pupils. Those whose opinions may be sought as having any measure of influence in introducing such works, have some opportunity to diminish this evil by adopting the general principle, that they will examine books when solicited, and recommend only such as are decided improvements on any previous ones, and withhold any favorable opinion from such as are not.

In accordance with this principle, I have, by request, examined the "Eclectic Readers," and am decidedly of opinion, that they unite more advantages than any other works of the kind, which, after extensive opportunities for examination, have yet come to my knowledge. The advantages consist in a combination of excellencies that are scattered in many works, but united so far as I know, only in this. Among these may be mentioned, adaptation of the style and sentiment to the taste and capacity of children—progressive increase in maturity of style, language, and sentiment, according to the increased advancement, or age of the pupils—spelling lessons selected from the reading lesson—questions on the reading lessons calculated to make children exercise their various faculties, and interest them in the lesson—exercises to promote correct pronunciation, and finally, a superior style of getting up the works which it is hoped will render them more durable than many school-books, that often fall to pieces after a few weeks use.

[From B. P. Aydelott, president of Woodward College, Cincinnati.]

MR. M'GUFFEY,

DEAR SIR—I have repeatedly been requested to express an opinion upon the merits of the "Eclectic Series of School Books," prepared by yourself, and now in course of publication. My reason for not doing this before, was simply the fact that the duties of my station were such as to prevent my giving the works that examination which justice to them and the cause of education, demanded from one who was about to speak of their merits. This scrutiny I have now been enabled to bestow, and cheerfully give you the result.

They are decidedly the best I have ever seen, in point of pure christian morals, and happy Scriptural selection. I believe, therefore, that they will powerfully tend to introduce the general scholastic use of the Bible itself, as a reading book—a result in which all who wish well to the rising generation, and certainly all evangelical Christians ought to rejoice.

The different volumes appear to be well adapted to the different stages of the youthful learner. The skillful mixture of narrative and didactic throughout, cannot fail to interest and improve, and especially when accompanied by the remarks of an intelligent teacher.

The rules for correct, easy and agreeable reading, prefixed to the lessons in the Third Reader; the questions upon the lessons in the Second and Third Readers, and the exercises in Spelling following the lessons in the First, Second and Third Readers, are well adapted to make thorough scholars.

I differ from some respected friends on the subject of pictures in School Books. It appears to me that a very important use may be made of them in the early stages of education. In this view you seem to accord with me, as you have liberally used this means of interesting and instructing, in the First and Second Readers, but more sparingly in the Third, and I hope will entirely omit it in the volume to come. * * *

You have my earnest wishes for success in your present endeavors to promote the great cause of Christian Education, because I believe this cause to be virtually connected with the stability of our Republican Institutions, as well as the best interests of the human family.

[From J. M. Stone, Classical and Elementary Teacher, Near Lexington, Kentucky.]

I have received, and put into the hands of my pupils, copies of the First and Second Readers, of the "Eclectic Series."

A period of five or six years experience in the business of teaching has thrown under my inspection, specimens of almost every variety and form of Juvenile Books, designed for elementary instruction: but I can say, with entire sincerity, that I have never met with any work of this kind which so entirely met my views—as combining so many excellencies—as so thoroughly adapted to the capacity of young minds—as the published Numbers of the "Eclectic Series."

It would be impossible to point out all their merits without entering into extended remarks. But the following may be presented as specimens.

1. The matter is such as to impart clear and well defined ideas to the minds of the pupils.

2. The easy—lively—conversational style in which every thing is presented, always excites and fixes their attention, so that the exercises are regarded as a pleasure rather than a task.

3. There is no appearance of stiffness and art—no apparent effort to come down to the capacity of children—all is easy—natural—graceful.

4. The proper gradation is observed in the selection and arrangement of the lessons—keeping pace with the increasing ability on the part of the little reader to overcome new difficulties. A sad deficiency in this respect, is a characteristic of most of the Juvenile Books hitherto published.

5. The fine moral effect which the whole is adapted to produce. This should be ranked among the prominent merits of the works.

In conclusion, therefore, it is my impression that these Juvenile Books, need but to be known to ensure their immediate and entire adoption, even to the exclusion of all others of the kind, by our enlightened teachers and parents.

[From Mr. C. McKinney, late Teacher in the New Albany High School.]

I have introduced into school, some of the Ec-

lectic Series of Books, prepared by President McGuffey, and after witnessing the results, I am thoroughly convinced that they are the best that have been offered to the public. The author seems to have well understood the nature and laws of mind; and has excelled in preparing lessons of instruction, for children and youth. The excellencies of his books are many; a few only of which I shall notice.

1. The thoughts are well chosen, and accurately defined, in familiar language. The style, though adapted to children, is natural and dignified. It amuses and delights, while it instructs.

2. By neat pictorial representations, the scholar has all the objects, about which he reads, presented to his view. And when thoughts can be thus associated, with distinct perceptions of their proper objects, his acquisitions will be rapid and permanent.

3. The Series is progressive; and admirably suited to the capacity of the learner, from the time he has finished his alphabet, until he has completed his Academical course. He will advance from an easy pronunciation of words, to the acquisition of thoughts, and from thoughts to principles, with increasing interest at every step.

4. The rules for reading, and directions for avoiding common errors, are the best that can be found in Elementary Books, and more systematically laid down than any others, in the English language.

5. The whole series unite, in much greater perfection, the intellectual and moral education of the pupils, than any other school books, which I have ever examined. An education is not completed, until there is united with the thorough discipline of the mind, by constant habits of study, a corresponding culture of the heart and affections.

[From the Cincinnati Journal.]

We are sincerely pleased with the appearance of a series of school books, under the title "Eclectic School Series." We have before us the First and Second Readers. This series of Reading Books is prepared by Prof. McGuffey, of Miami University. From the preface, we learn that this gentleman did not rely on *past experience*, merely, in preparing these works, nor alone upon *philosophy*, but that he took a class of young children into his house, and by *experimental teaching* prepared the books, at least the First Reader. The work evinces this care. The selections are very simple, very entertaining, and of unimpeachable morality. It is difficult to be simple without being silly, and being simple to be interesting. Yet Prof. McGuffey has succeeded rarely in avoiding the evil and securing the good. We think no school can use these without some of the following effects, viz: great facility on the part of the teacher; great ease in understanding them by the scholars; great interest in the selections; and (if the plan of the questions be adopted) great progress in learning to think of what they read. They are got up in a superior style;—the paper is good, the type clear, and the cuts are well done. We see no eastern school book with which the Eclectic Series would not compete to great advantage.

[From the Baptist Journal.]

These are new works. They combine, in a high degree, the prime excellencies which should characterize reading-books for children and youth in our schools. They are filled with pieces easy to be understood, and interesting to the young mind. This is necessary to fix the attention.—They furnish a rich store-house of interesting facts on various subjects, and sound moral principles, which, being treasured up in the youthful mind, will prove of great value in after life. The

simple easy style of the pieces, together with the interesting character of the matter they contain, will be highly favorable to the formation, in the pupil, of an easy natural manner of reading,—an acquisition which is made with difficulty when such books as Murray's Reader, for instance, are used. We commend the Eclectic Readers to the notice of teachers.

[From the Western Christian Advocate, published by the Methodist Episcopal Church.]

ECLECTIC SERIES.—The "Eclectic Readers," form parts of the series, and are by Mr. McGuffey, whose talents entitle him to the respect of all. * * * These are certainly good books, and entitled to be received as competitors for the first place. * * *

In conclusion, the books composing the *Eclectic Series*, are proper candidates for admission into our common schools.

[From the Common School Advocate, published at Madison, edited by Wm. Twining, Principal of the Preceptorial Institute.]

Children cannot be taught to read as they *should*, without a judicious selection of books. The books should be adapted to their capacities, commencing with the easiest sentences for Juvenile readers, and proceeding upward by a regular and easy gradation, to sentences of a more complicated and difficult structure.

Such books have been compiled. The publishers are issuing a set of books, called the "Eclectic Series," which are neat in typographical execution, and in form, matter, and arrangement, well adapted to the purposes for which they are designed.

In a more recent communication to the publishers, Mr. Twining says—"The Third Eclectic Reader is excellent. These books I think, must supplant all others."

[From J. L. Tracy, Principal of Richmond Female Academy.]

GENTLEMEN.—I have had the First, Second, and Third numbers of the Eclectic Series of Readers in use, in my school, for some time past, and it affords me pleasure to say that they are the best works of the kind, I have ever met with. They show (what very few of that class of books do) that they have been compiled, primarily for the benefit of learners, instead of publishers. The mechanical execution, considering the moderate price at which they are afforded, is worthy of all praise.

[From the American Presbyterian, Nashville, Tennessee.]

Until very recently, it must be admitted, that the first books for children have been miserably defective in this one point, viz—they have been utterly unsuited to the age and capacity of the learner. We are, therefore, inclined to support and favor every attempt to remedy the evil. We rejoice to see that such attempts have already been made in the West. The beginning gives promise of better things to come. Why should we not make our own school books in the West? Why should we not patronize our own presses and our own writers? Why should we not encourage our own men of learning and talent in their laudable attempt to supply the West with school books adapted to the character, habits and destined pursuits of the children of the West?

We are pleased to see that Cincinnati has commenced this work. In that city, are now publishing the Eclectic School Series. We know not what is to be the extent of this series; this, perhaps, will very much depend upon the patronage bestowed by the public. The part already published consists of the Eclectic Readers by Professor McGuffey, of Miami University, and the Little Intellectual Arithmetic, and Eclectic Arithmetic, by Professor Ray, of Cincinnati. We

have looked over these books, and have formed a favorable opinion of the Series. The Intellectual Arithmetic is the system of Colburn, brought down to the comprehension of the child, and put in a form to interest him, and to suit his little range of thought. The Readers are progressive, useful in their subject matter, and written so that at each stage of its progress the young mind can grasp the whole meaning without too great an effort to understand the words. Both in the subject matter and the picture illustrations, they have much to recommend them. But their highest recommendation to the Western patriot is the fact, that they are the first books of the kind [in point of real merit] issued from the Western Press. Let us support our own talent and industry and enterprise.

[Extract from a Report of the Muskingum county Association of School Teachers.]

ECLECTIC READERS.—The conformity of this series to Webster's orthography; the easy progressiveness of its lessons; its simplicity of diction; its interesting variety of incident and information, its perfect adaptation to the Juvenile mind and the state of society in the west; its judicious introduction into the body of the work, of spelling and defining lessons, and rules for reading; and finally, the rich vein of pure morality which adorns and dignifies its pages, are a few of the reasons which led your committee to select it.

VALUABLE MUSICAL WORK,

Published and sold at New-York, by Robinson, Pratt & Co., and by Collins, Keese, & Co.; Philadelphia, by Gregg & Elliot; and by Booksellers generally throughout the United States.

MASON'S SACRED HARP, or BEAUTIES OF CHURCH MUSIC, a new Collection of Psalm and Hymn Tunes, Anthems, Set Pieces, Sacred Songs, Scripture Sentences and Chants, old, new, and original: including many new and beautiful Themes from the most eminent Composers of ancient and modern times; arranged as Psalmody expressly for this work.—360 pages, stereotyped in round notes—well printed on a fine paper—neatly and durably bound in half morocco.

"Mason's Sacred Harp" has been published with reference to supplying a work suited, as well to the lover of devotional song, as to the man of musical science—a standard book for churches of all denominations, singing schools, musical societies, &c.

No one man has done so much for church music in the United States, as Lowell Mason, Professor in the Boston Academy of Music. He has published the Boston Handel and Haydn Collection, the Choir, Lyra Sacra, Choral Harmony, the Boston Academy's Collection, &c., and more recently, the Sacred Harp. Mason's various collections have all been pre-eminently popular and useful in the estimation of men of science and taste, both in Europe and America. The Sacred Harp is the author's last work, and it contains the beauties of his other books, with new music. It is a volume of "gems in melody and harmony," and may justly be called the beauties of church music.

The introductory rules, or elements of vocal music, are on the inductive method of instruction—very clear, simple, and much more full and complete than in any other similar work.

No alterations will be made in this collection. It being in a permanent stereotype form, all successive editions will be perfectly alike. Singers will not be subjected to the inconvenience, so often complained of, occasioned by frequent alterations in the different editions of many music books.

PATENT NOTE EDITION.—An abridged edition of Mason's Sacred Harp, of 232 pages, (containing the most beautiful and useful tunes in the round note edition,) is published in patent notes, expressly for the West and South, where the patent notes are generally used. And it is hoped that this excellent collection will take the place of the numerous worthless music books now so widely circulated.

Teachers of singing, and others who are desirous to promote the cause of music, can employ no means so effectual as the circulation of the Harp. The book will recommend itself to those who will examine it. The sale of seventeen thousand copies in a short time is good evidence of its merit.

Persons who order the above work must be very particular, and specify whether the round or patent note edition is wanted.

EDUCATION.

BY J. NEAL.

But who are the privileged class in our country, where all men are equal—where we have no kings, no princes, no nobility, no titles! Look about you, I say again—look about you, and judge, every man for himself. Are they not the better educated, every where—and the children of the better educated—throughout the land? Go abroad among your neighbors, let all your acquaintances pass in review before you—and see if those who are better off in the world, more influential and happier than the rest, other circumstances being equal, are not all—all without one exception, better educated than the rest? It is not a college education that I speak of here; it is not even a school education obtained before a man set up for himself—but it is education at large, in the broadest and best sense of the term—the education that any body may give himself, any body at any age. Again, therefore, I do appeal to yourselves to call to mind any of your acquaintances who has got ahead of his brethren—who is looked up to, not only by them, but by others; and my life on it that you find him a better educated man, self-educated or otherwise, I care not, better informed about some things which they do not consider of importance. I go further; so perfectly satisfied am I of the truth of this doctrine; of the importance of things which the uneducated regard as trivial, that I would have this taught as a fundamental truth, namely, that if two persons were to begin the world tomorrow; both of the same capacity; both of the same age and same character; having the same friends, the same prospects and the same health; he who was best acquainted with the multiplication table would beat the other in the long run. I would have it generally understood as another fundamental maxim in morals, if not in religion, that every sort of knowledge is of some value to every person, whatever may be his character, station, or prospects. I do not say that it would be of equal value to every person, or that every sort of knowledge is alike necessary. I merely say, that we cannot acquire any useless knowledge.

But, say those who appear to have understanding and judgment in these matters, we have no time for study; we the mechanics. No time for study! What! have you no time, when a huge ponderous body is to be lifted; no time to fix the lever and the fulcrum; to prepare the inclined plane or hitch the tackle? Is it economy of time for you to do that with your hands, which might be done with the simplest piece of machinery? Would you set your apprentices to work, your journeymen and yourselves to lift and carry, by main strength, what a child might push forward on a roller, if you would but take time enough to fix the roller? What would you say of a man who, instead of using the plough, as others do, should persist in digging a large field with a fire-shovel, because he had never been brought up to the plough? What if a man who, instead of splitting his logs for firewood with a beetle and wedge, were to saw them in two lengthwise with a key-hole saw; declaring all the while, that as for him, he did not pretend to know much about mechanics, that a key-hole saw was good enough for him; and as for the beetle and wedge and other out-of-the-way contrivances, for his part he had no belief in them.

Would you not laugh at him as a poor economist of time; and a very poor reasoner? and would he not be likely to continue a very poor man? Yet, he would say no more than you say; every man of you; when you declare you have no time for reading; no time for study; no time to improve yourself, each in his own particular trade, by stepping out of the circle he was brought up in. How do you know but there is some shorter and easier way of doing all that you do in your workshops and factories? Be assured that there is a shorter and easier way for all of us; that there is no one thing we do, in which improvements may not be made. Have you not the proof constantly before your eyes? Are not the master workmen, the owners, and the employers of other men; are they not those who have made the best, not of their fingers, but of their thinkers!

DOCTOR WEBSTER.

[Extract from a Report of the Muskingum County Teachers Association.]

THE AMERICAN DICTIONARY.—The reasons which led your committee to decide in favor of Mr. WEBSTER's system of orthography and orthoepy, are short and convincing. It is the popular system of the day; the system of every legislative hall, court of justice, pulpit, and respectable periodical of our country. All powerful custom has decided this, and we must submit. Custom is confessedly the sole arbiter in language. It was in VIRGIL's time; it is so in ours; and it must continue to be so till man ceases to be an imperfect and a progressive being, or till language ceases to be the vehicle of thought. This being the case, your committee did not conceive that any thing could be gained by adopting a standard for their schools opposed

to the arbitrament of custom, and thereby teach to their children a mode of spelling and pronunciation which they must necessarily abandon—as soon as they become men and women. New works are generally liable to errors, and Mr. WEBSTER'S Dictionary is not an exception to this rule; but that its errors are as few as, and its perfection more than, any other dictionary of the English language, your committee are fully persuaded. That apparent inconsistencies and actual blunders should be found in it is not matter of wonder; but that these should be so few and of such little importance, in work of such great magnitude is indeed surprising, and speaks well for the learning, industry, and critical acumen of its author. "Weak critics magnify trifling errors," and hence the discrepancies of Mr. Webster's voluminous work, have grown, under the plastic hand of an interested critic, to the enormous size of fifty-six octavo pages!! But the spirit of illiberal criticism which has assailed Mr. Webster on all sides, could not change the current of events, and his system of orthography and orthoepy, however much we may have opposed it from prejudice, interest, or ignorance; however much we may have been ashamed to acknowledge it on account of its American origin, has quietly and almost imperceptibly superceded the Johnsonian system; and the *Great American Dictionary*, is now the standard of the English language in America; and patriotism, liberal criticism, and imperious custom, concur in declaring that it should be so, and we *must acquiesce*.

As standing class-books in spelling and reading, your committee respectfully recommend for your consideration and adoption the Eclectic Series.

CONDITION OF COMMON SCHOOLS, IN AMERICA AND EUROPE.

The Common School System of Prussia, is far better than any system which prevails in this country; so, indeed, in some respects are those of France and Scotland. There is, however, a great difference among us, in the different States. The schools of Massachusetts, where they have never derived much assistance from funds, are probably the best; next to these, are those of N. York, where the funds have been made conditional; and where, in order to receive one dollar from the public treasury, another must be contributed in some form or other by the inhabitants of the district. Ohio is following in the track of New York; and Pennsylvania is attempting to do something. In Connecticut, where they have long received the public or school money, unconditionally, the schools are little better than they were a quarter of a century, nay, half a century ago. The fund has paralyzed the people, and the schools are not so good as in Massachusetts or New York. I am not much in favor of funds, unless the districts raise, by a direct tax, at least twice as much as they receive

from the fund. When people put their hands in their pockets for money to sustain the schools, they are very likely to feel an interest in them.

It is now pretty well ascertained, that about nineteen in twenty of the population of this country, receive all their public instruction at these schools. This fact sufficiently shows their importance, especially in a government like ours, where the voice of the people is, in effect, the law of the land.

There is no clashing, as some seem to suppose, between the interest of the common schools and those of academies and colleges. To improve the former and make them what they ought to be, is to take the surest method to promote the well being of our higher institutions.

Benevolent societies must also rise or fall, succeed or linger, in their operation, in proportion as common schools flourish and are elevated. Take the Bible Society for example. This society not long since passed a resolution to give the Bible to every citizen of the United States. A noble resolution; but it was not the first in order. Prior to this, a resolution should have been passed to teach every child to read the Bible. The same remark might be applied to the efforts of temperance and other benevolent societies. Their success will be in a direct ratio to the condition of elementary education.—It is useless to circulate papers and tracts if people cannot read them. And there are at least 600,000 persons in the United States, who are not taught this simple and indispensable art.

The pulpit must go to work on this subject. It is one of the highest importance, both in a moral and religious point of view. The press should also go to work; but it should *work right*.

The common school house is the creator of the mind of the district. There are about 80,000 common schools in the United States; and the influence which is exerted on society by the multitude of teachers—such as they are—who conduct these schools, is tremendous. How important that they should be well taught! More depends on the character and right education of 80,000 teachers in the United States, than on the character and education of any other class of citizens, small or large. We should remember, too, that uneducated vice, is uneducated crime.

Among the causes of the low state and almost universal neglect of common schools in this country may be reckoned; 1. The custom among our leading men, of withdrawing their children from these schools, and sending them to other institutions; 2. The low price paid to teachers; (the average price to males being only \$11 a month, while the average price paid to laborers on the farm, is \$13 a month;) 3. Bad school-houses; and 4. Neglect of religious instruction. The latter, indeed, involves another important

point—the neglect of good manners. The right kind of religious education, duly attended to in our schools, would soon remove the popular objection that children are more injured by the bad habits and manners they acquire in them than benefitted by their instructions.

COMMON SCHOOLS.

Governor Everett, of Massachusetts, at a dinner in Faneuil hall, recently made the following brief address preparatory to the toast given by him, and in reply to one of the regular toasts, which was in the following words:

"His excellency the governor: Boston is proud to put him forth as a sample of the product of her free schools."

Mr. President—I need not attempt to express my grateful sense of the honor done me in the last sentiment. It is praise enough for any man to be regarded by such a company as this, as doing no discredit to the Boston Schools. I am sure I owe them more than I can ever repay. They were the friends of my friendless youth and poverty, and gave me a better education than I had the means of getting in any other way.

Of the numerous public occasions of different kinds to which the courtesy paid to my official character calls me, there is none which I attend with greater pleasure than this anniversary. There is, indeed, none in which, whether as parents or citizens, we should take a stronger interest. The importance of schools is certainly not overlooked in this community; but it is not overvalued; it cannot be. Liberal provision is made for their support, but not extravagant provision. No expense which any reasonable man would recommend for such a purpose, could be extravagant. I mean, in a word, that the object is of almost inestimable importance.

Sir, it is manifold; and, if I may so express myself, compound importance. It is important in and by the importance of almost every great and desirable object in life, towards the attainment of which education furnishes the means. I do not know that this view of the matter is sufficiently familiar; that it is enough considered, that the support of the school is not a separate interest, which may be taken up, provided for, or neglected, and all other things remain the same. I fear we may, even in this liberal community, be disposed to regard it as one only of the items in the year's estimate, like lighting or paving the streets, erecting public buildings, or bringing pure water into the city. In reference to all such objects, the people of course, have only to consider whether they will or will not provide for any of them, dispensing with or enjoying some or all of the rest. Thus, for instance, the people if they choose, may spend all their funds applicable to such objects in lighting, paving, and watching the

streets, leaving them as to width and straightness as they were left by their original surveyors—said to be made by domestic animals as they came home from pasture; or they may bestow their surplus means on public buildings, and content themselves with water as it is medicated in the laboratory under our feet—the natural soda, not in all cases remarkably sprightly, nor of the best flavor.

But, to speak with the seriousness which becomes the topic, it is not so with education. This is one living fountain, which must water every part of the social garden, or its beauty withers and fades away. Of course, I mean, sir, moral and religious, as well as mental education. This is the single avenue, straight and narrow at first, but gradually widening, which all must tread who would arrive at usefulness and a good name. This is the temple which all must enter, built like that which Marcellus erected to virtue at Rome, through which lay the only path to the temple of honor. Its one simple portal stands unbarred for the mighty company of emulous youth, of whatever object in life. There is room for all, and, when they have entered in, a thousand doors fly open before them, leading to every hall of prosperity and virtuous fame. It is, next to religion, the shrine from which must flow out the issues of peace to our firesides, of activity and enlightened enterprise to our marts of business, of wholesome respect to our courts and senate houses. It is the elemental fire which must lighten, warm, cheer us, as men and citizens. Talk of public buildings, sir! Let the plain brick school-house go down, and, though we pile our hill tops with structures that surpass the time-defying solidity of Egyptian Thebes, or the immortal gracefulness of Corinth or Athens, they will but stand the gorgeous monuments of our shame. Quench the beams of education, and though we should light our streets, like Milton's pandemonium,

"With many a row
Of starry lamps and blazing cressets, fed
With naphtha and asphakus, yielding light
As from a sky,"

till midnight outshone the noontide sun, our children's feet would still stumble on the dark mountains of ignorance as black as death.

I speak in strong language, sir, but the truth is stronger. I have compared education only with other objects that pertain to the comfort or ornament of this life; great objects, I allow, in the calculations of a temporal economy, and not unworthy of the care bestowed upon them in this city, and never more than under its present enlightened and efficient government. But, in themselves, they are like every thing else which begins and ends in this life, bustling, unsubstantial vanities. What considerate man can enter a school, and not reflect with awe that it is a seminary where immortal minds are framing for eternity! What pa-

rent but is at times weighed down with the thought that there must be laid the foundations of a building which will stand when not merely temple and palace, but the perpetual hills and adamantine rocks on which they rest, have melted away! that a light may there be kindled which will shine, not merely when every artificial ray is extinguished, but when the affrighted sun has fled away from the heavens! I can add nothing to this consideration, sir. I will only say, in conclusion—*Education!*—When we feed that lamp, we perform the highest social duty; if we quench it, I know not where, (humanly speaking, for time or for eternity.)

"I know not where is that promethean heat
That can its light relume."

COMMON SCHOOLS.

To School Directors in Ohio.

GENTLEMEN—My travels in different parts of the state has enabled me to learn some of the difficulties in school operations.

Enough of the year is left to effect much good, if you are active; in several hundred miles visiting and diligent enquiry, there has been found the most unanimous opinion in favor of Common Schools. When fault is found, it is because they are not more improved, and elevated to a higher standing. Such is public opinion—and yet in many districts where there are from forty to one hundred children, there is no school house—the funds lie unexpended, the wealthy send their children to other districts, and the poor are without schools. The difficulty is sometimes owing to the people in the district differing as to the selection of a site for the house; and though all want to build, and are ready to furnish funds for that purpose, the whole is delayed by the disagreement of individuals on this point. Sometimes a meeting of a sufficient number cannot be had, as all parties being in favor of the measure, no opposition is anticipated, and the people fail to turn out, not because they are opposed to (if there were but a little opposition it would wake them up) but because one half never get the notice, and others are too much taken up with work. I have not found a district that has, when assembled, refused to vote for proper action, if the spot for building be agreed on; the fact is, there is but one opinion on this subject; and then it may be added there is but one difficulty, viz., want of decided action; if action can be had at all, it will be right, and the directors can induce that action at any time.

Suffer me, gentlemen, in behalf of those parents in your districts and others, who have stated their difficulties to me, to request you as you value the prosperity of your country, to exert yourselves in removing the obstacles, so that you can, even this fall, get up your school houses. In many districts, the people are ready to raise the money by subscription, if you will lead on. Your influence is sufficient in your district

to reconcile the difference of opinion, in matters of detail, and a day or two by each patriotically given to this business, will assemble a full meeting, agree on a site, and raise the money for a school house. Your school funds are increasing, and will, in many places, be double this year what they have ever been before. There are a large number of good school houses erected and being erected in the state; no state of our age ever boasted so many. But many districts are without, and only so because public will in the respective districts is not concentrated.

Let me again urge you to attend to the circulars of your county auditor; you should have received them before this; if you should have not, please take some pains to get them early, so that you can have time to make out your report by your school election in October. The law provides that these reports must be made out before you can receive any money this fall or winter.

There are in the state at least 7000 school districts, with five school officers in each, making 35,000 school officers, besides teachers. The very fact of your election is evidence that you possess the confidence of your neighbors. You could not as honest men accept office, unless you are friendly to the school system;—that it may have defects and require amendment is probable; but on the general principle of the universal education of our citizens, you are to a man agreed. The whole civilized world look to you for effective action.—"See what Ohio is doing for education!" has become the common remark of persons residing out of the state, as well in Europe as America. Let state pride add to all the other incentives to decided ACTION, and we can show our sisters on the east, as well as on the north, that in this work, Ohio will not be outdone; the Superintendent will continue his plan of visiting, and so spend the fall in doing what he can to promote the general object.

It cannot be expected that he can do any thing by way of altering the law. His duties are of another kind. He will be happy to aid in executing the laws as they are, until the legislature shall change them: and he will faithfully lay before that body all the information that may be furnished by the districts. Even their complaints shall be promptly presented, and may be the most important part of the report. The Superintendent would hesitate in urging this subject, if he did not know that he was acting in accordance with the general sentiments of the people in the state. They require all this and more at his hands. Hundreds of you, gentlemen, with whom I have conversed in different parts of the state, have been the most urgent in favor of every measure calculated to wake up your colleagues to a sense of their responsibility, and you will, I know, accept this in the

spirit that it is written, and serve yourselves in serving your country.

SAMUEL LEWIS,
Superintendent of Common Schools in Ohio.

RELATION OF TEACHERS TO THE COMMUNITY.

The teacher is a leader to go before and lead out or call forth the child to the perfection of his nature; first, through observation; secondly, by means of his imitative powers. He is the young being's spiritual architect. Teachers are the truly great men among us, because they are builders up of a new generation. They are to be co-workers with God, in building up or creating wiser men than ourselves.

The teacher is to attend to the child's physical education, to his intellectual cultivation, and to the development of his moral nature. In regard to the possession of the latter, man stands alone; and in this respect, is as much above the other animals, as heaven is higher than earth. Consequently, the teacher of beings possessed of such exalted natures, must stand higher—utility being the standard—than if he belonged to any other occupation or profession.

And yet how is this matter regarded?—How are teachers prized, in the community? They ought certainly to stand higher than the legislator or the magistrate, since the latter, at most, only regulates the laws of a people, and endeavors to punish disobedience. But the teacher's business is to prevent what the legislator or the judge only aims to cure. If therefore 'prevention is better than cure,' according to the old maxim, how important the relation of teachers to the community! And how important is the subject of elementary education!

Look now at the statutes of this Commonwealth. Here, of 140 chapters, on various subjects, there is only one on education; or only about one seventieth part of the whole volume!

The language of such a fact as this need not be mistaken. The subject of education, as a means of preventing crime, and the consequent value of teachers in the community, have never yet received that measure of attention which they deserve. The professional man, the civilian, the statesman, is appreciated,—looked up to—but the schoolmaster is forgotten.

This is all wrong. The schoolmaster must be respected, and valued, and encouraged. If he is what he should be, he is the truly honorable and worthy man—worthy of our respect. Albert Gallatin, while teaching French, in ragged garments, was more truly deserving of honor than when managing the fiscal concerns of this great nation; Louis Philippe, while teaching a little handful of pupils in Pittsburg, by far a greater benefactor to mankind than when he sat on the throne of France surrounded by 30,000,000 loyal subjects.

ECLECTIC SCHOOL BOOKS.

THE ECLECTIC SERIES has been undertaken by a few untiring laborers in the cause of education, (President McGuffey and others) for the purpose of furnishing to the West and South, a complete, uniform and improved set of School Books, commencing with the alphabet.

The effort has proved completely successful. The books are highly approved, and extensively adopted. Their sale is believed to be without parallel in the United States. SIXTY THOUSAND copies have been published in a few months. The following are stereotyped:

THE ECLECTIC PRIMER,	Price 6 cents.
FIRST ECLECTIC READER,	" 19 "
SECOND do.	do. " 25 "
THIRD do.	do. " 38 "
FOURTH do.	do. " 75 "

These readers are by Mr. McGuffey.

RAY'S ECLECTIC ARITHMETIC, Price 50 cents.

RAY'S LITTLE ARITHMETIC, for young beginners—prepared for the Eclectic Series—19 cents.

RAY'S RULES AND TABLES in Arithmetic, for young children—6 cents.

Those Parents, Teachers, and School Committees, who are unacquainted with the ECLECTIC SERIES of School Books, are requested to examine them.

These Books are for sale at the following Bookstores, also sold by Booksellers generally in the United States.

New York city—by Collins, Keese, & Co., and by Robinson, Pratt & Co.

Philadelphia—by Grigg & Elliott.

Pittsburg—by Patterson, Ingraham, & Co.

VIRGINIA.

Wheeling—by J. Fisher & Son.

OHIO.

Cincinnati—by Truman & Smith.

Columbus—by I. N. Whiting, and M. Bell.

Dayton—by Barret & Brown.

Hamilton—by I. Hittel.

Zanesville—by L. H. Bigelow.

Springfield—by Morgan & Anthony.

Troy—by I. T. Tullis.

INDIANA.

Madison—by James McMillan.

New Albany—by E. R. Day.

Indianapolis—by William T. Wiley.

Centreville—by Doughty & Stitt.

Richmond—by C. W. Appleton.

Terre Haute—by Woodruff & Smith.

KENTUCKY.

Louisville—by James Rice, Jr.

Lexington—by A. T. Skillman.

Maysville—by Edward Cox.

TENNESSEE.

Nashville—by W. A. Eichbaum.

MISSISSIPPI.

Natchez—by William H. Fox.

LOUISIANA.

New Orleans—by Hotchkiss & Co.

MISSOURI.

St. Louis—by J. C. Dinnies & Co., and S. W. Meech.

ILLINOIS.

Alton—by George Holton.

Rushville—by J. W. Clack.

CINCINNATI PUBLIC SCHOOLS.

At a meeting of the Board of Trustees of the Cincinnati Public Free Schools, September 19th, *Ray's Eclectic Arithmetics* were adopted as Class books. At a meeting of the same Board, October 24th, the "Eclectic Readers" were adopted as Class books in the department of Reading.

[From the Cincinnati Chronicle June 24, 1837.]

CINCINNATI COMMON SCHOOLS.

The Anniversaries of the Public Schools was held yesterday, in the Wesleyan Chapel on Fifth-street. The various schools formed on Third, marched down Broadway, down Front, up Main, and on Fifth to the chapel. Each school was provided with banners, on which was inscribed "knowledge is power;" and the little lads and lasses, dressed in their best bibs and tuckers, made a pleasant and graceful assemblage, to those who looked upon these institutions as the first fruits of the risen power of the people. Cincinnati is, we believe, the first in the world, which has provided in every part of it, a sufficient number of large and commodious buildings, standing out as monuments of free intelligence, for the use and instruction of the people. When the stranger looks upon them, he inquires what church is that? And feels surprised when he finds any people have been wise enough, voluntarily, to provide the means and appliances of self-instruction. Temples he has seen erected by piety, in the performance of its solemn duty to the worship of the living God; and rejoices that such there are on the way-sides of his native land. Other temples he has seen erected to the other God of this world, where mammon, under Corinthian columns, receives the worship of the money changers; and weeps to see that worship obliterate from many a noble mind the memory of wiser and better things. But monuments to public instruction; education made free and common in noble buildings, and under the care of the republic, is what we have not seen; and he triumphs in the sure evidence, that with a new government have arisen new principles of action to preserve and maintain it.

On this occasion, every thing was cheerful and promising, in the numbers, appearance and conduct of both teachers and pupils.

The number of teachers is 50; the number of enrolled scholars, 2,900; the number of scholars in daily attendance, 2,300.

"If a young man can receive a good common English education—such an education as every common school ought to give—he has the power of making the highest attainments. Self-education, with the assistance of the higher institutions, is the best education; and the self-instructor needs only a sound elementary beginning. If the common school assisted the people as they should, we might see a greater number of those great self-educated men who rise to honor and bless the human race. The common schools now give nothing to the people to commence with, nothing to build upon."